

**Review of Dewaele, Jean-Marc. 2010. Emotions in Multiple Languages. Basingstoke: Palgrave Macmillan. ISBN 978-1-4039-4316-3, 260 pages.** \_\_\_\_\_

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Studies within the broad field of Applied Linguistics have focused on those affective aspects of the lexicon that seem closely related to successful acquisition and proficient use of a foreign language, such as motivation, anxiety, the effect of learning and/or using a foreign language on the personality of the learners etc. Jean-Marc Dewaele's work contributes in a timely and appropriate manner not only to emphasizing the importance of the experiences of multilingual users in their communication of positive and negative emotions in different languages, but also to enriching our appreciation of the variety of factors linked to the use of a foreign language.

The ways in which emotions are recognised, perceived and expressed in different languages and contexts by multilingual learners and/or users are subject to scrutiny in this publication. It contains an empirical study on emotions in various languages. The main instrument for data collection has been a web questionnaire (The Bilingualism and Emotion Questionnaire (BEQ)), which combines closed and open questions. The information gathered was complemented with in-depth semi-structured interviews covering the topics appearing in the web questionnaire. The study is the sum of data collected from nearly 1600 adult multilingual participants answering the questionnaire and 20 fluent multilinguals interviewed by Dr. Benedetta Bassi. The main content of Dewaele's study can be found in chapters 5 to 10, even though the introductory and final chapters offer useful information on how the study has been designed and how the results might be interpreted. Chapter 1 provides an informative overview of the literature on the study of emotions, emphasizing the fact that emotion has received relatively little attention in the Second Language Acquisition (SLA) literature. However, as the author tries to demonstrate in the following chapters, the topic has attracted the attention of a growing number of interdisciplinary researchers. Chapter 2 addresses the issue of methodological and epistemological choices in SLA studies and multilingualism research. After presenting the advantages and limitations of using emic vs. etic approaches, quantitative vs. qualitative analyses, as well as group vs. individual research, Dewaele pleads for methodological and epistemological diversity and the need for interdisciplinarity in SLA and multilingualism approach. Accordingly, the solution chosen for this work

has been a mixed-method design combining an emic perspective with quantitative and qualitative analyses. This information is detailed in the following two chapters where the hypotheses, independent variables, validity and reliability of the study are justified by the author. The nine independent variables formulated are chronology, age and context of acquisition, frequency of language use, socialisation in the language, network of interlocutors, number of languages mastered, Trait Emotional Intelligence, gender, age and education level. Their choice is related to the possibility of contributing to the expression of emotion in multilinguals' different languages, their perception of those languages and their anxiety when using them.

Chapter 5 presents the results on participants' personal evaluations of their ability to communicate orally and in writing in relation with the nine independent variables. The results confirm all the hypotheses, except the one related to Trait Emotional Intelligence which showed no significant effect on self-perceived competence. Participants generally registered higher scores of self-perceived competence in languages acquired earlier in life, in mixed or naturalistic contexts, which were used more frequently with a wide range of interlocutors. Also, an increasing number of languages known by the participants also supposed an increase in the values of self-perceived competence. The results found for gender, age and education level are somewhat harder to interpret. Although not entirely conclusive, the pattern shows that female participants tend to score higher than male participants in oral and written skills in a foreign language.

The same model is used when dealing with the communication of feelings in a foreign language (chapter 6), paying special attention to the expression of intense emotions such as anger, cursing and swearing (chapter 7). The results are similar to the ones found for self-perceived competence, although the variables of gender, age and education level did not show significant effects on the likelihood of choice of a foreign language to express feelings for all the languages involved. Trait Emotional Intelligence had an effect on the frequency of use of the second language to express anger to strangers and the third language for swearing.

Chapter 8 deals with the interaction of affective, historical, social, political and geographical factors that affect multilinguals' attitudes and perceptions towards the languages they use, and more specifically with the variables that affect the perception of swearwords and taboos. The pattern for the perceived language characteristics and emotional strength of swearwords is quite comparable to the previous analyses, at least for the variables concerning chronology, and age of acquisition, frequency of use, socialisation, network of interlocutors and linguistic profiles. Unsurprisingly, for participants who received formal instruction swearwords are felt to be more powerful. Moreover, Trait Emotional Intelligence has a significant positive effect on the

perception of usefulness, colourfulness, richness and poetic character of the second language only. While gender seems to have no effect on participants' perception of the languages they use, age is correlated with the positive characteristics of the second language only. Finally, highly educated participants found their second and fourth languages more useful, colourful, richer and poetic than participants with a lower level of education.

Another important aspect discussed is foreign language anxiety since it is an emotional experience directly associated with foreign language learning contexts. As expected, the results show that participants experience less communicative anxiety in their first language than in languages acquired later in life. The same results are registered for young, strongly socialised participants who use a language, frequently with a wide network of interlocutors after having acquired it in a mixed or naturalistic context. The participants' linguistic profile meant low levels of foreign language anxiety as well. Trait Emotional Intelligence was found to have highly positive effects in the second and third languages. Finally, education level also affected foreign language anxiety since highly educated participants reported lower degrees of anxiety.

The results presented in chapters 5 to 9 have been obtained especially by means of the answers given to the BEQ questionnaire, while for the results presented in the tenth chapter on code-switching an emic perspective has been added. Thus, Dewaele investigated whether factors such as gender, education, socialisation, level and knowledge of other languages have an effect on the frequency of code-switching in emotional interactions, and whether multilinguals are aware of the reasons for these shifting language preferences.

The final chapter contains a brief recapitulation and reflections on the background variables that proved to have a direct effect on the use and perception of a foreign language such as variations in self-perceived competence in a foreign language, frequency of use of that language to communicate emotion, attitudes and perception of emotionality of the language, and foreign language anxiety. The information concerning the design of the study is complemented by the sample of the BEQ questionnaire included in the appendix.

The book is coherently organised and written in a way that makes it accessible not only to the readers interested in Applied Linguistics, Language Acquisition, Didactics and other fields related to language learning, but also to non-specialists.

The study facilitates a better understanding of the challenge that emotions represent when having to express them in a foreign language. For some informed

readers, the results might not be a surprise since all the hypotheses confirmed show the general tendency of the processes implying learning a foreign language. However, the testimonies of the participants, their thoughts and examples are of great value as they offer the readers a glimpse of their experience as multilingual learners and/or users. This subjective perspective is complemented by the experiences of an author who grew up in a bilingual environment and who has given the book his personal touch starting from the title page (showing his maternal grandfather's self-portrait).

Jean-Marc Dewaele has made a rewarding contribution to the studies of Applied Linguistics by designing a multidisciplinary study to enquire about the various languages of multilinguals. This can be considered the first large-scale project on the way in which multilinguals perceive their languages and how they use them in communicating both positive and negative emotions.